EMOTIONAL INTELLIGENCE OF SCHOOL GOING ADOLESCENTS IN RELATION TO GENDER, STREAM, TYPE OF INSTITUTION AND HOME ENVIRONMENT

SYNOPSIS OF THE THESIS

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DECLARATION

I solemnly declare that the synopsis titled **"EMOTIONAL INTELLIGENCE OF SCHOOL-GOING ADOLESCENTS IN RELATION TO THEIR GENDER, STREAM, INSTITUTION TYPE, AND HOME ENVIRONMENT"** is my original work and is being submitted in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy. This work has not been submitted, either wholly or in part, for the award of any degree, diploma, associateship, or fellowship at any other university or institution.

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CERTIFICATE

This is to certify that the synopsis titled **"EMOTIONAL INTELLIGENCE OF SCHOOL-GOING ADOLESCENTS IN RELATION TO THEIR GENDER, STREAM, INSTITUTION TYPE, AND HOME ENVIRONMENT"** is an original and independent piece of research undertaken by Ms. Khushbu Sharma under my guidance. The work is submitted in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy at Abhilashi University, Chail Chowk, Mandi (H.P.).

I further affirm that this synopsis has not been submitted to any other university or institution for the award of a Ph.D. degree.

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INTRODUCTION

Education serves as a powerful tool for the balanced and progressive development of an individual. It aims to nurture the body, mind, and spirit, drawing out the best in every person. The ultimate goal of education should be to shape individuals who are intellectually sharp, emotionally balanced, ethically grounded, morally upright, physically fit, socially responsible, spiritually aware, vocationally capable, and open-minded. A meaningful educational system must promote the all-round development of human personality, rather than focusing excessively on any one area.

In today's world, it is essential that education does not merely impart academic knowledge but also instils values, cultivates a positive attitude, and inspires a spirit of service. Education should develop character, nurture critical thinking, and prepare independent to face life's challenges with confidence and integrity. To achieve this, our institutions must function not only as centres of knowledge but also as communities that uphold shared values and collective growth. A crucial component of holistic development is emotional intelligence which refers to the ability to understand and organised someone own emotions, recognize emotions in others, and use this awareness to guide behavior & relationships effectively. Emotional growth is deeply connected to educational success. Emotions influence how we learn, interact, and make decisions. Therefore, educators must understand emotional development, including how emotions form, how they are expressed, and how they affect behavior. The development and regulation of both positive emotions like joy, curiosity, and affection, as well as negative emotions like anger, fear, and jealousy, are essential for personal and social well-being. Expressing emotions appropriately is a learned skill, and managing them effectively. In recent years, emotional intelligence has attracted significant attention for its role in predicting important life outcomes, including mental health, interpersonal relationships, and overall life satisfaction. As such,

integrating emotional education into our curriculum is not just beneficial it is necessary for building a compassionate, resilient, and capable society.

CONCEPT OF EMOTIONAL INTELLIGENCE

Emotional Intelligence refers to the capacity to recognize, comprehend, regulate, and effectively utilize emotions both our own and those of others. Emotions play a crucial role in influencing our motivation, behavior, interpersonal relationships, and decision-making processes. A lack of emotional awareness or control can result in misunderstandings, ineffective communication, and conflicts in social settings. Conversely, when emotions are well-managed and clearly understood, they serve as a foundation for personal resilience and enhance one's ability to interact successfully with others. The emotional intelligence stems from the broader idea of social intelligence, introduced by psychologist E.L. Thorndike in 1920. It highlights how emotions are not separate from rational thought but deeply intertwined with our cognitive processes. Our feelings influence our ability to perform tasks, maintain relationships, and understand ourselves. When emotional responses are balanced with logical thinking, they help us function more effectively in different aspects of life.

Emotional intelligence is especially crucial in personal development, leadership, teamwork, and conflict resolution. Mismanaged emotions can disrupt productivity, harm relationships, and reduce overall well-being. Conversely, well-managed emotions enhance resilience, empathy, and communication skills essential for a fulfilling life.

COMPONENTS OF EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990) find five key elements that make up emotional intelligence:

1. Self-Awareness
2. Self-Regulation

3. Motivation

4. Empathy

5. Social Skills

These core components work together to help individuals navigate both personal and social situations with emotional awareness and stability. Emotional intelligence is not merely an innate trait, but a vital life experience that can be cultivated and enhanced through conscious effort and practice.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional Intelligence is progressively recognized as a vital component in personal, social, academic, and professional success. Unlike traditional intelligence, which focuses on cognitive abilities, emotional intelligence is concerned with understanding and managing emotions effectively within oneself and in relationships with others. Research and literature across psychology and education underline the significance of emotional intelligence in shaping well-rounded individuals. Its impact can be seen in various domains of life, from managing stress to building strong interpersonal bonds.

1. Foundation for a Balanced Personality

One of the very important roles of emotional intelligence is in the formation of a stable and adaptive personality. It helps individuals develop emotional maturity appropriate to their age and life stage. People with higher emotional intelligence can handle the pressures of daily life, adapt to changing environments, and deal with stress in constructive ways. Emotional intelligence strengthens an individual's resilience and fosters the ability to manage internal conflicts without becoming overwhelmed. As a result, emotionally intelligent individuals are more capable of maintaining balance and calm during challenges.

2. Enhancement of Self-Fulfillment and Social Harmony

Emotional intelligence plays a critical role in both personal growth and in nurturing fulfilling connection with others. It enables individuals to explore the depths of their own emotions and align them with their goals and aspirations. A person with a high level of emotional intelligence can form deeper, more meaningful connections with others, leading to a more harmonious and satisfying social life. Emotional intelligence allows individuals to empathize, relate, and interact with sensitivity, ultimately contributing to mutual growth and a more compassionate society.

3. Strengthening Interpersonal Relationships

Emotional intelligence greatly contributes to effective communication and relational well-being. It helps individuals express their emotions appropriately and recognize the feelings of others, ensuring mutual respect and understanding in interactions. People with well-developed emotional intelligence are better listeners, more empathetic, and less likely to be isolated or misunderstood. They can maintain healthy boundaries, resolve conflicts peacefully, and build long-lasting relationships. The ability to manage emotional responses and to listen and respond thoughtfully is central to nurturing strong interpersonal bonds.

4. Self-Awareness and Empathy: Keys to Deeper Understanding

One of the most profound advantages of emotional intelligence is the development of self-awareness. Individuals who understand their own emotions are better positioned to understand others. This introspective ability leads to improved social interaction and cooperation. Emotional intelligence fosters a sense of mutual understanding in families and communities by encouraging open communication and emotional transparency. As people become more aware of both their inner emotional states and the emotions of those around them, they cultivate empathy, leading to more supportive and trusting relationships.

5. Leadership, Teamwork, and Organizational Impact

In professional settings, emotional intelligence is a necessary quality for effective leadership and management. Leaders with high EI are more likely to inspire trust, foster loyalty, and motivate their team members. They can connect emotionally with colleagues and employees, creating an environment of collaboration and respect. Emotional intelligence helps leaders understand the strengths, weaknesses, and emotional needs of their teams, enabling them to delegate tasks wisely and build morale. It also supports personal development among staff by promoting constructive feedback, emotional support, and open communication.

Emotionally intelligent leaders are adept at handling interpersonal challenges and are skilled in conflict resolution. They promote a culture of psychological safety, where individuals feel valued and heard. Moreover, emotional intelligence helps in promoting healthy competition by focusing on individual strengths while also encouraging team spirit.

1. Fatigue – Lack of rest, excitement, or proper nutrition can leave children irritable and prone to emotional outbursts.
2. Poor Health – Nutritional deficiencies or recurrent illnesses weaken emotional resilience, making children more reactive.
3. Hunger & Meal Timing – Children often become upset or angry when meals are delayed or disrupted.
4. Family Atmosphere – A supportive, nurturing home were parents' model emotional management fosters healthy emotional development.
5. School Environment – Teachers' attitudes, discipline styles, teaching methods, facilities, and extracurriculars have a strong influence on children's emotional skills.

6. Peer Influence – Friends and classmates play a key role in shaping children's emotional behavior and regulation.

7. Parental Involvement Style – Parenting that encourages emotional understanding supports greater emotional intelligence in children.

CONCEPT OF HOME ENVIRONMENT

The home environment encompasses the various physical, emotional, and social factors that shape an individual's living conditions. These factors include the physical setting (such as housing quality and available resources), emotional atmosphere created by parenting and family relationships, and broader social or cultural influences, such as urban or rural lifestyles. A home is not merely a physical structure it is a space where individuals find comfort, security, and emotional support.

While homes are often associated with permanent residences where families reside, the concept can also extend to temporary or institutional living spaces such as foster homes, retirement homes, or group housing. For some, like nomadic communities, home is not a fixed location but a fluid concept tied to cultural or lifestyle practices. Additionally, in the digital world, the term "home" has expanded to represent starting points in technology, such as homepages or personal directories on computers.

The early stages of life, especially infancy, are critically shaped by the home environment. During this period, a child's personality, emotional patterns, learning abilities, and attitudes are formed through continuous interaction with the environment. While genetics provide the foundation for development, the stimuli, support, and nurturing provided within the home play a significant role in shaping a child's growth.

CHARACTERISTICS OF THE HOME ENVIRONMENT

1. Universality: The family is a universal institution found across all cultures and societies. Every human group, regardless of its location, has some form of family structure.

2. Limited Size: Families are usually composed of a small number of members, and their size cannot be changed arbitrarily. This intimate scale allows for closer interactions and shared responsibilities.

3. Core of Social Structure: As the fundamental unit of society, families are the building blocks of communities and cultures. Social organization begins at the family level.

4. Biological Foundations: Families often originate from the natural bond between individuals, particularly the relationship between spouses. These connections are largely instinctive and natural.

5. Formative Influence: The family environment significantly influences a child's development. It plays a vital role in shaping behavior, values, and identity from an early age.

6. Shared Responsibility: All family members contribute to the functioning and stability of the home. Adults typically take on more responsibilities, but even children play a part.

7. Source of Social Values: Families are the primary setting for instilling moral values, social norms, and ethical behavior, which help individuals grow into responsible citizens.

8. Permanent Structure: While the physical presence of members may change due to life circumstances, the family as a social institution remains enduring and constant.

REVIEWS RELATED LITERATURE

Kaur et al., (2009) Explored how academic performance and home environment correle with self-concept among 300 adolescents in Punjab. Author have used descriptive research method, and data was collected using standardized psychological tools which includes self-concept list and home Environment Inventory. Study was conducted based on students' percentage scores in middle standard Punjab School Education Board Exams. The findings were that student's self-concept not related directly with their academic performance. It was also found that out of 10 dimensions studies about home environment, 4 were having positive and significant correlation. There were reward, nurturance, conformity and protectiveness. 3 dimensions were having negative and significant correlation which were social isolation, deprivation of privileges and rejection. Rest of the dimension such as control, punishment and permissiveness were found non-significant. This study shows and suggested that parents should provide support in terms of emotional, recognition and encouragement to help adolescents to build positive mindset.

Mangala and Anwar (2012) Examined the relationship between Emotional intelligence and personally adjustment among teacher-trainees. Random sampling technique was used to draw the sample which comprised 390 male and 510 female considered with 200 from private teacher training institution. The tools used for this study were emotional Intelligence test by Dalip Singh modified by the investigator personality adjustment "Bells adjustment Inventory modified by the investigator were used to collect the data Two-way ANOVA, t- test were used to analyze the data. The main findings of the study were. (i) D.Ed. Students with high levels of Emotional intelligence were well adjusted with home environment. (ii) There was significant difference in social, emotional and health adjustments. (iii) There was no significant influence of SES on Emotional intelligence on teacher-trainees.

Gupta and Sharma (2012) conducted a study on academic performance of undergraduate students in relation to their Emotional intelligence. The study was conducted by using a quantitative survey research method. The study was conducted on 420 students of science, commerce and Arts streams of undergraduate courses of colleges of Himachal Pradesh out of 420 students 210 were male and 210 were female out of 140 students of each stream, 70 were male and 70 were female. The stratified random sampling technique was used to draw out sample from the population. The tool used for this study were biographical information sheet for collecting general information and data regarding academic performance of students and Schutte self-report inventory. The main finding of the study revealed that there was significant difference between the emotional intelligence scores of undergraduate students grouped into academic streams.

Viswanathappa and Rimini Janapati (2012) conducted a study on social skill and home environment of secondary level tribal students of khammam district in Andhra Pradesh (India). The main objective to study the differences in social skills and home environment among the secondary level tribal students with respect to their gender, class and type of school. The present study was conducted on a total sample of 317 students of classes viii and ix drawn by using simple random sampling procedure covering government schools of residential and non-residential as well as the schools managed by state government. IDTA and APTWREIS. Data was collected by using the home environment inventory scale developed by Dr. Karuna Shankar Mishra in 1998, and the social skills inventory developed by Ronald E. Riggio in 1989. The statistical techniques like t-test, one way ANOVA, Pearson product movement correlation and descriptive statistics were employed for analysis of data. The results revealed that there is a lot of heterogeneity in the social skills and home environment among the secondary school tribal students.

Bhadoria and Bhadoria (2013) conducted a study on impact of home and school environment on the academic achievement of young adolescents. The study was conducted on 100 students (50 male and 50 female) of class 9th and 10th standard from different schools of Jhansi district in U.P. Sample of the study was taken from the age range of 13 to 15 years. Family environment scale (Rudoy S. Moos, 1986) was used to perception of the students about their home environment school environment inventory (Kuruna Shankar Mishra 1984) was administered to measure the psycho-social climate of school as perceived by the pupil. The results of the study were analyzed in three ways keeping in mind the aim of the study. First descriptive analysis was to identify the variables which facilitate or impede the fit between the individual and his environment, at home and school.

Chauhan (2013) conducted a study on aggression among high school students in relation to their home environment. The main objective of the study is to find the aggression among high school students at different levels of their home environment. On the sample of 300 high school students studying in class 10th. By using multistage sampling technique. For measuring the home environment inventory (HET) developed by Dr. Karuna Shankar Mishra was used. The result showed that there is no significant difference in aggression among high school students in relation to their home environment

Mandankar (2013) conducted a study on effect of personality, home environment and school environment on academic among secondary school students: a path analysis. The main objective to determine direct and indirect effects of personality, home environment and school environment on academic achievement of boys. A total number of 200 secondary school students- out of which 120 are boys and 80 girls were selected using random sampling technique. (a) a personality inventory was development by Meghamala Rajguru, janana prabodhini's institute of psychology (jpip), pune (1993) (b) data relating to home environment were collected using family climate scale (fcs). This tool was

development by Beena Shaha (1990). (c) School environment inventory constructed by Dr.Karuna Shankar Mishra (2002). Based on the results obtained in the present study the following conclusions were drawn. Personality and home environment have positive direct effect on academic achievement of boys and girls, and rural and urban students.

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Sharma and Sahni, 2013 did study to explore the relation between home environment, emotional intelligence and students' personality traits. In this study, authors had, interviewed 300 adolescents who were from the age category of 14—16 in the state of Haryana. In this study, tools used were Emotional Intelligence Inventory, Home Environment Inventory and Introversion-Extroversion Inventory. They major findings in the context of impact of home environment on emotional intelligence was that adolescents from nurturing, rewarding, and permissive homes founds to have higher emotional intelligence. For instance, adolescents who came from protective and supportive homes score higher (mean score of 75) as compared to those from less protective environment (mean score was 62.65) and those who belongs to punitive or restrictive environment at home they have lower score of 52 than those from accepting families (score 83). Overall, it was found that, around 24% showed high emotional intelligence, 45% had moderate level of emotional intelligence, and 31% had low emotional intelligence, and which reflect that most of the adolescents comes into

the category of mid-range and only few had strong emotional awareness.

Minikutty and Athira (2013) conducted a study on influence of home environment wisdom development among higher secondary school students. The main objective to compare the level of wisdom development of different subgroups of higher secondary school students based on a) gender-male/female b) type of school government/aided c) place of school-rural/urban. The sample consisted of 420 higher secondary school students of randomly selected schools in three different districts of Kerala. Wisdom development questionnaire and home environment questionnaire were used to collect necessary data. The study revealed that the group having high level of home environment has more wisdom development than the average and low home environment groups. It implies that the better the home environment, the wiser the people.

Rani and Kaur (2014) conducted a study on the academic achievement of teacher trainees in relation to their emotional Intelligence. A sample of 100 teachers-trainees was selected from the different B.Ed. colleges of Ludhiana and Bathinda district of Punjab. A standardized test ie. Mangal Emotional Intelligence Inventory developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal (2004) was used for data collection. They found no significant gender-wise as well as faculty-wise dispinctnes between Emotional Intelligence of teacher-trainees. The study also revealed significant relationship between Emotional Intelligence and Academic Achievement of teacher-trainees.

Yadav (2014) studied Emotional Intelligence, creativity and their impact on academic achievement of senior secondary class students. The study was conducted on a representative sample of 800 (400 boys and 400 girls) senior secondary class students of eleventh class selected since randomized technique of sampling from different government and private school of Gurgaon district. The research tools were used to collect the data were Emotional intelligence recorded by

Mangal, different production ability test developed by Dr. K.N. Sharma for creativity and matric examination marks/grades were taken for academic achievement. The findings indicated that there was no significant relationship between the two variables Emotional intelligence and creativity. There exist significant impacts of emotional intelligence on the academic achievement of students who fall in 76 &above category but there was no significant impact of Emotional intelligence on the academic achievement of the students who fall in 51 & 75 category and 50 & below category. There were non-significant impact of creativity on the educational attainment of undergraduate students who fall in 76 & above category and 51 & 75 category but there was a significant impact of creativity on intellectual carrying out of the students who fall in 50 & below category.

Kaur and Neetu (2014) studied Emotional Intelligence and style of learning and thinking among adolescents. The study was conducted through descriptive method. The study was conducted on are presentative sample of 200 adolescents studying in class IX selected based on randomized technique of sampling from different secondary schools. The standardized test i.e. Emotional Intelligence test by Chadha (2012), Style of learning and thinking.

Rapheal and Paul, 2015, did study in the state of Kerala. 5 school from Thrissur districts were studied and 152 students were interviewed about their psychological and this was linked with their well-being, stress and anxiety level

Tools such as Home Environment Inventory, Psychological Well-being Scale, IPAT Anxiety Scale, and Student Stress Scale was make used to evaluate students' responses. It was found that there was a significance relationship between home environment and other parameters (psychological well-being, stress, and anxiety). If home environment is poor, it linked with higher stress and anxiety whereas positive one will promote better well-being. Conformity, reward and nurturance at home found to have strong predictors of psychological well-being, which was

also found in another study (Kaur, 2013). Students from supportive families reported lower anxiety (only 15%) as compared to those who come from restrictive families (48%). 55% students showed high stress level, because of stick rules and lack of emotional support at home, whereas 72% showed high psychological well-being because of nurturing households. Overall, it was found that nurturing home environment is better for well-being of school going adolescents.

Uzzaman and Karim, 2018, examined various factors such as family and school environment, emotional intelligence surrounded school going adolescents. It tried to analyse, the capacity of emotional intelligence and how it is being shaped by support system at home and school. It was found that adolescents from supportive and nurturing families (68%) expressed higher emotional intelligence as compared to restrictive one (32%). 72% of students who comes from positive environment had good sense of self-regulation but those who comes from less nurturing homes lack it. 81% of high emotional intelligence had good relation and interaction with their parents whereas only 43% had family support who were from low performing category of students.

Singh et al., (2022) studies perception of home environment which affects mental health of school-going adolescent in Lucknow and this study was specifically done on girls. It was a cross-sectional study in two government school and 200 girls were studied from class 9th to 13th. They were interviewed about their socio-demographic, home environment perception, and mental health. These interviews were analyzed using standard tools such as GAD-7 for anxiety and PHQ-9 for depression). The key findings were that higher level of anxiety was found more in 12th class and major depression were common among those students who were in class 10th and 12th because these were board class and due to academic stress, they have depression. In term of home environment, it was found that the girls who found it difficult to share their problems with family members especially parents, had around 4 times higher risk of developing anxiety among them and 3

time more risk of depression. Around 30% of participants had chronically ill family member, which also leads to development of anxiety among them whereas 92% students showed that when they receive emotional support from their parents it help them in maintaining their mental well-being.

Fauzi et al., (2024) explored the relationship between two main factors. First, the parenting style and second, was emotional intelligence among high school children. The study was done in Indonesia. The study has used, quantitative research method approach and various measurement scales such as democratic parenting scale, emotional intelligence scale. Various tests were also taken such as linearity test, to check linear relationship between democratic parenting and emotional intelligence.

The major findings were that there was a strong and positive correlation, between democratic parenting and emotional intelligence (in this case, positive correlation was high around 89%). It reflects that those who comes from democratic households where parents give guidance, value the independence, results into higher emotional intelligence. Around 80% of emotional intelligence was build up only because of this type of parenting style. The remaining part of emotional intelligence (20%) was influence and build up by other factors such as household harmony, school environment, health of the student in terms of physical aspects, teacher interaction and guidance and peer interaction in the school. This study reflects the importance of parenting style because it has 80% role in shaping emotional intelligence.

SIGNIFICANCE OF THE STUDY

This study examines the emotional intelligence of senior secondary students, with a focus on variations based on gender, academic stream, type of school, and home environment. In the context of education aimed at holistic development, it is essential for educators to nurture not only the intellectual capabilities of students but also their emotional well-being. Emotional intelligence the ability to perceive, understand, regulate, and effectively use emotions is recognized as a key determinant of academic achievement, problem-solving skills, and overall life satisfaction.

Studies have shown that young people with high emotional intelligence exhibit enhanced social competencies, such as empathy, cooperation, and peer relationship skills, which promote a positive school climate and reduce disruptive behaviors. Furthermore, emotional intelligence development supports resilience allowing students to manage stress and adapt to challenges while also enhancing self-esteem and motivation. In professional settings, roles demanding interpersonal interactions, teamwork, leadership, and empathy require strong EI; individuals lacking this may struggle to function effectively or find satisfaction at work. The home environment is a crucial influence on EI. Supportive, enriched domestic settings that include engaged parenting, emotional warmth, and ample learning resources foster children's emotional and social growth. Research indicates a positive correlation between the quality of home environment and emotional intelligence levels in adolescents that is, better home environments are linked to higher emotional intelligence scores. Factors like parental responsiveness combined with appropriate control (i.e., authoritative parenting) support the development of social competence and emotional maturity. By assessing EI across dimensions such as self-awareness, empathy, motivation, emotional stability, relationship management, integrity, personal growth, values orientation, commitment, and altruism, this study offers a comprehensive perspective on students'

emotional strengths and potential areas for support. Meanwhile, considering home environment variables such as physical conditions, parenting styles, and socio-psychological dynamics enables a nuanced understanding of how emotional capacity is shaped outside the classroom.

The implications are significant: findings will aid educators and parents in crafting tailored interventions whether through classroom-based Social-Emotional Learning programs or home-cantered emotional support to foster adaptive, emotionally resilient students. emotional intelligence is not only instrumental for academic achievement, but is vital across life domains, helping individuals navigate relationships, workplace pressures, and societal challenges effectively. Understanding the interplay of gender, academic track, type of institution, and home context will support more equitable and effective strategies for emotional intelligence enhancement.

STATEMENT OF THE PROBLEM

The following statement outlines the problem chosen for this study: **"EMOTIONAL INTELLIGENCES OF SCHOOL GOING ADOLESCENTS IN RELATION TO THEIR GENDER, STREAM, INSTITUTION TYPE AND HOME ENVIRONMENT."**

OBJECTIVES OF THE STUDY

This study was undertaken with the following objectives

1. To study the nature of the distribution of emotional intelligence scores of school-going adolescents.
2. To study the nature of the distribution of home environment scores of school-going adolescents.
3. To study the emotional intelligence of male and female school-going adolescents with respect to:

(i) Intra-personal awareness.

(ii) Inter-personal awareness.

(iii) Intra-personal management

(iv) Inter-personal management.

(v) Overall emotional intelligence.

4. To study the home environment of male and female school going adolescents.

5. To study the emotional intelligence of school going adolescents studying in science and arts stream with respect to:

(i) Intra-personal awareness.

(ii) Inter-personal awareness.

(iii) Intra-personal management.

(iv) Inter-personal management.

(v) Overall emotional intelligence.

6. To study the home environment of school-going adolescents studying in the science and arts streams.

7. To study the emotional intelligence of school-going adolescents studying in Govt. and private institutions with respect to:

(i) Intra-personal awareness.

(ii) Inter-personal awareness.

(iii) Intra-personal management.

(iv) Inter-personal management.

(v) Overall emotional intelligence.

8. To study the interactional effect of emotional intelligence and gender on school-going adolescents.

9. To study the interactional effect of home environment and Type of institution on school-going adolescents.

HYPOTHESES OF THE STUDY

1. There will be no significant gender-wise difference in the emotional intelligence of school-going adolescents with respect to:

(i) Intra-personal awareness

(ii) Inter-personal awareness

(iii) Intra-personal management

(iv) Inter-personal management

(v) Overall Emotional Intelligence

2. There will be no significant gender-wise difference in the home environment of male and female.

3. There will be no significant stream-wise differences in emotional intelligence of school-going adolescents with respect to:

(i) Intra-personal awareness

(ii) Inter-personal awareness

(iii) Intra-personal management

(iv) Inter- personal management

(v) Overall Emotional Intelligence

4. There will be no significant stream-wise difference in the home environment of school-going adolescents.

5. There will be no significant institution-wise difference in emotional intelligence of school-going adolescents with respect to:

(i) Intra-personal awareness

(ii) Inter-personal awareness

(iii) Intra-personal management

(iv) Inter- personal management

(v) Overall Emotional Intelligence

6. There will be no interactional effect of emotional intelligence and gender on school going adolescents.

7. There will be no interactional effect of home environment and Type of institution on school going adolescents.

DELIMITATIONS OF THE STUDY

A sample for this study will consist of higher secondary (10+2) students enrolled in both government and private schools across four districts of Himachal Pradesh: Mandi, Kangra, Una, and Kullu. Emotional intelligence will serve as the dependent variable, while gender, academic stream, type of institution, and home environment will function as independent variables.

OPERATIONAL DEFINITIONS OF KEY TERMS

For the purpose of this study, the following terms are defined operationally to ensure clarity, precision, and consistency in interpretation:

Emotional Intelligence: refers to an individual's ability to recognize, understand, and manage their own emotions as well as those of others. It involves a set of skills including emotional awareness, effective interpersonal communication, and the regulation of emotional responses, all of which significantly impact thinking, behavior, and social interactions.

Home Environment: in this study, signifies the emotional and psychological climate within a household. It includes the relationships, interactions, and overall atmosphere that significantly shape an individual's personality, behavior, and development.

School-Going Adolescents: the term school-going adolescents specifically pertains to students enrolled in the 12th grade in both government institutions and public senior secondary schools locate in the Bilaspur district of Himachal Pradesh.

Stream: in the context of this study, stream refers to the academic discipline chosen by the students, categorized into two groups: science and arts.

Type of Institution: this term is used to distinguish between the categories of schools included in the study, namely government institutions and public senior secondary schools.

RESEARCH METHOD USED

The present study will employ the descriptive survey method as the primary approach for data collection and analysis.

SAMPLING

In the present study, a convenience sample of senior secondary school students will be drawn from four districts of Himachal Pradesh using a multistage sampling technique. Initially, four districts from the state will be selected, followed by the random selection of educational blocks within each district. In the final stage, students from senior secondary schools located in these selected blocks will be randomly chosen on the day of data collection.

RESEARCH TOOLS TO BE USED

For the purpose of data collection in the present study, the following standardized instruments will be utilized:

1. **Mangal Emotional Intelligence Inventory** developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal, designed to assess various dimensions of emotional intelligence. (2025)

2. **Home Environment Inventory** constructed by Dr. Karuna Shanker Mishra, aimed at measuring different aspects of the home environment that influence individual development. (2023)

DATA ANALYSIS

To understand the distribution pattern of emotional intelligence scores of school-going adolescents, descriptive statistical measures such as mean, median, mode, standard deviation (S.D.), quartile deviation (Q.D.), skewness, and kurtosis will be computed.

To examine the differences in emotional intelligence based on gender, stream, and type of institution, the **t-test** will be applied. Additionally, to explore the main and interaction effects of gender, stream, type of school, and home environment on emotional intelligence, a **two-way analysis of variance (ANOVA)** will be employed.

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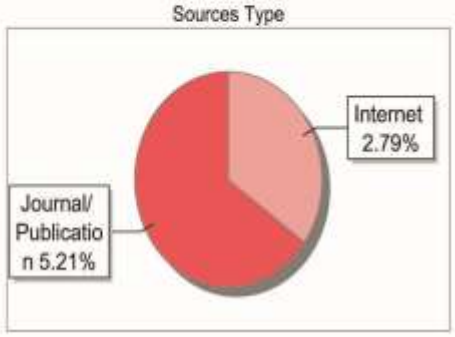

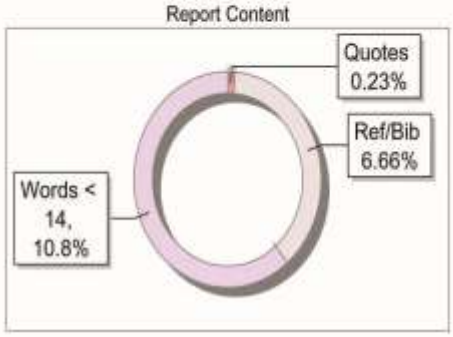

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